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Canada's Nearest Neighbor: The United States

Teacher's Handbook

Ginn and Company
Educational Publishers

CANADA'S NEAREST NEIGHBOR: THE UNITED STATES

Teacher's Handbook

Christopher S. Milligan

Ginn and Company/Educational Publishers

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INTRODUCTION

Canada's Nearest Neighbor is an elementary social studies textbook about a very important international neighbor. We have many things in common with this friend; Language, customs, history, geography, and a well-established economic network are a few of the things we share. However, just as important as the similarities are the differences which make us uniquely Canadian. A mutual respect for each other's separate identity is a very important element in our lasting relationship with the United States of America.

The text is designed as an introductory exploration of the geography (Unit I) and history (Unit II) of the U.S. It is written by Canadians for use in the social studies classrooms of Canada. Attention has been paid to reading level and vocabulary development. A balance has also been reached between textual and visual material to maintain student interest. The units have been divided into sections to accomodate the classroom timetable.

Unit I divides the United States into smaller geographic regions and highlights the distinctive features of these regions. Activities are offered at the end of each regional section. They are designed to reinforce existing skills, introduce new ones, and develop concepts and ideas. To reinforce the latter, a number of "In Focus" studies are included in the text. They can be used to generate discussion on issues that in some cases are controversial. This should lead to the gathering and organization of data, its analysis and evaluation, the synthesis of the data, and finally, an attempt to resolve (where possible) the issue. Students may wish to take action based on their decision. While other social studies strategies can be utilized by the classroom teacher, sensitizing students to opposing points of view is a worthwhile exercise.

Unit II deals with major U.S. historical themes that have had an influence on or a parallel in the history of Canada. This has been done to provide a familiar reference point for the students. Again, activities are found at the end of each section and the "In Focus" studies stress our cultural and political similarities and differences.

Preparing to Use the Text

Teachers and students may wish to skim the book together in the beginning. Classroom groups can then be charged with the responsibility of gathering additional resource information for the various sections and making it available to the class when the appropriate section is studied.

At this time, the class should seriously consider contacting another class in a different geographic region in the United States. This can be accomplished by utilizing the resources of both your own school board and the Department of Education for the state in which your class has shown an interest. This will provide a living link between neighbors and a more personal view of the material studied.

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BLACKLINE MASTERS 31

UNIT 1

Geography of the United States

THE UNITED STATES pp. 17-19

Key Skills Practice

1. Blackline Master 1

2. A) i. city of 100 000 to 500 000
   ii. city of 500 000 to 1 million
   iii. state or provincial capital
   B) Answers will vary.
   C) Rivers were a source of water, transportation, and power.
3. Colorado - Great Plains, Rocky Mountains
   Georgia - Atlantic Coastal Plain, Appalachian Highlands
   Ohio - Central Plains, Appalachian Highlands
   Virginia - Atlantic Coastal Plain, Appalachian Highlands
   Indiana - Central Plains
   Tennessee - Appalachian Highlands
   Kansas - Central Plains, Great Plains
   Pennsylvania - Appalachian Highlands
   New Mexico - Great Plains, Rocky Mountains
   Texas - Great Plains, Rocky Mountains, Gulf Coastal Plain
4. Great Plains
   Rockies
   Colorado Springs
   Great Plains

Working with Key Facts

1. tributaries
2. Lake Superior, Lake Huron, Lake Michigan, Lake Erie, and Lake Ontario
3. source
4. natural resources or the natural environment
5. Lake Superior, Lake Huron, Lake Erie, and Lake Ontario

Using What You Know

Answers will vary. Travel brochures could also provide pictures. By dividing the class into groups assigned specific areas or landforms, the exercise can be turned into a group activity.

Using Key Ideas

1. The United States has many valuable natural resources such as air, water, soils, climate, forests, minerals, oil, and coal. We can help

conserve these resources by not polluting air and water with harmful gases, chemicals, and waste materials.

2. As the population increases, so do the number of pollutants - cars, industries, and waste materials.
3. We can help by passing laws that prohibit harmful wastes from being disposed of on land and in the air, by encouraging people to be careful where they throw their garbage, by trying to curb acid rain. Clean air and water are essential for the survival of man, animals, and plant life.

The class may wish to monitor the media for articles and reports on this topic. The science curriculum may provide relevant experiments.

Learning New Skills

1. 8
   0
   1970
   14
   Cities
2. A) 1900 = 6; 1950 = 18
   B) 1930 = 13; 1960 = 21

IN FOCUS: INVESTIGATING ACID RAIN p. 20

Using Key Facts

1. Gases and fumes from power plants, factories, and cars mix with water vapor in the air to form strong chemicals called acids.
2. Most American power plants use coal for energy because it is cheaper than oil.
3. Acid rain pollutes lakes and rivers, damages soil, trees, and crops, eats away at buildings, and affects people with breathing problems.
4. The Canadian tourist industry will suffer most if acid rain is not stopped. If all the lakes are polluted, people will not come to Canada for their vacations.

Using What You Know

Answers will vary. Students may wish to prepare an actual case study on this topic. They could look for reports on acid rain in the media. Ministries/Departments of Recreation or the Environment can provide additional information. The case study could then be sent to the relevant authorities. The science curriculum could be checked for experiments which are relevant to this topic.

THE NEW ENGLAND STATES p. 25

Key Skills Practice

1. hilly
2. Maine
3. potatoes
4. cranberries
5. maple sugar
6. Connecticut
7. electronic goods
8. a metropolitan area

Working with Key Facts

Answers will vary. Perhaps the students could collect labels from or pictures of some New England products.

Using What You Know

Answers will vary. Answers for question 1 should contain comparisons of population, topography, climate, location, local resources, etc. Travel brochures could help students answer questions 2 and 3.

Key Skills Practice

1. A) New York, Philadelphia, Pittsburg, and Washington, D.C.
   B) Erie and Ontario
   C) St. Lawrence Seaway
   D) megalopolis
   E) Virginia
   F) Maryland
   G) steel
   H) Pennsylvania and West Virginia
2. A) Middle Atlantic
   B) New England
   C) Middle Atlantic
   D) Middle Atlantic
   E) Middle Atlantic
   F) Middle Atlantic

Using What You Know

1. A fall line marks the end of a coastal plain and the beginning of a mountainous area. Cities grew up along fall lines because the waterfalls provided water to operate factories and mills. Fall-line cities often grew into trading centres. The science curriculum may provide experiments using water as a source of power.
2. Bituminous coal is soft coal; anthracite is hard coal. Bituminous coal when burned produces a heavy black smoke; anthracite burns with less smoke.
3. Coal, limestone, and iron ore are used in making steel.
4. Steel is used in construction and in the building of automobiles and trains. Construction is used as an indicator of the state of the economy.
5. Jobs include mining, transporting raw materials, operating cranes and lift trucks, operating materials mixers, supervising, working in offices, providing medical care and security, and providing services such as plumbing and woodworking.

6. Strip mining causes erosion because all vegetation and soil is removed. This damage can be corrected by levelling the land and planting trees or ground cover once strip mining is completed. Have the class contact a mining company to discover the methods of environmental protection it utilizes in strip mining.

Fun with Maps

Baltimore
Newark, Jersey City, Norfolk, etc.
Syracuse has a population between 100 000 and 500 000.
18

IN FOCUS: THE ST. LAWRENCE SEAWAY pp. 33-34

Using Key Facts

1. Railroad companies and port cities on the Atlantic Ocean. Railroad companies thought that once the ships could go directly from the Great Lakes to the Atlantic Ocean, the railroads would lose business. The port cities on the coast believed that they would lose business because the ships could go directly to inland port cities.
2. 1946
3. Canada needed more hydro-electric power and a deep-water channel.
4. when they realized that they too would benefit from hydro-electric power and a deep-water channel
5. The Seaway cost $1 billion. Canada and the United States shared the cost.
6. August 10, 1954
7. It is owned equally by Ontario Hydro and the Power Authority of New York.
8. Many thousands of hectares of nearby land in Canada and the United States were flooded.
9. June 26, 1959

Using What You Know

Answers will vary. The St. Lawrence Seaway Authority can supply additional information. After the students have examined the cross-section diagram at the top of p. 35, they should be able to discuss the changes in elevation. Between which two lakes is the change in elevation the greatest? (Lakes Erie and Ontario) The smallest? (Lakes Superior and Huron) Which lock accomodates the greatest change in elevation? (Welland Canal) What is the total change in elevation? (177 m)

THE CENTRAL STATES pp. 41-43

Key Skills Practice

1. The Central states are a rich agricultural region.
2. The drier parts of the central states are the western lands of Kansas, Nebraska, and the Dakotas.
3. Corn is the United States' biggest crop.
4. The Native People taught the settlers how to grow corn.
5. A silo stores cattle feed.
6. Machines such as tractors and combines help many of the wheat farmers.
7. The western Central states raise enormous quantities of wheat.
8. Wisconsin's farms produce many kinds of cheese.
9. Most of the corn in the United States is fed to cattle, hogs, and poultry.
10. Parts of Michigan, Wisconsin, and Minnesota have rich deposits of iron ore.
11. Chicago is the second largest city in the United States.
12. Detroit is called the automobile city.

Using What You Know

1. Answers will vary.

2. **Winter Wheat**

   Kansas

   fall

   June

   Spring Wheat

   North Dakota, South Dakota, Montana

   spring

   late summer

Perhaps the students could obtain samples of different types of grain from flour mills or granaries. Students could grow some wheat as an experiment.

Learning New Skills

1. A) movies
   B) B 2
   C) gas station
   D) market
   E) C 2
   F) radio station
   G) west
2. 1. boundary
   2. the junction of Routes 24 and 14
   3. 2A
   4. South Dakota's western boundary
   5. county boundary
   6. 1B
3. A) true
   B) false
   C) false
   D) true
   E) true
4. A) 1950
   B) 1930; 1940
   C) 1920; 1930
5. B) the same years
   C) the smallest change between 1930 and 1940
   E) a rise between 1910 and 1930

The students should notice that the population of Detroit decreased after 1950. Perhaps they could find out if it has continued to do so and some of the reasons for the decrease. They could compare their findings for Detroit with a city in their area.

IN FOCUS: GARRISON DIVERSION PROJECT p. 44

Using Key Facts

1. the eastern and central parts
2. It would come from the Missouri River.
3. To irrigate means to bring water stored in dams and reservoirs to farmlands.
4. $825 million
5. Red River and Souris River
6. Foreign fish, plant and animal life, and pollution from the Missouri River will enter these rivers and may pollute or destroy them.
7. the fishing industry

See if the students can think of compromises which may be acceptable to both North Dakota and Manitoba.

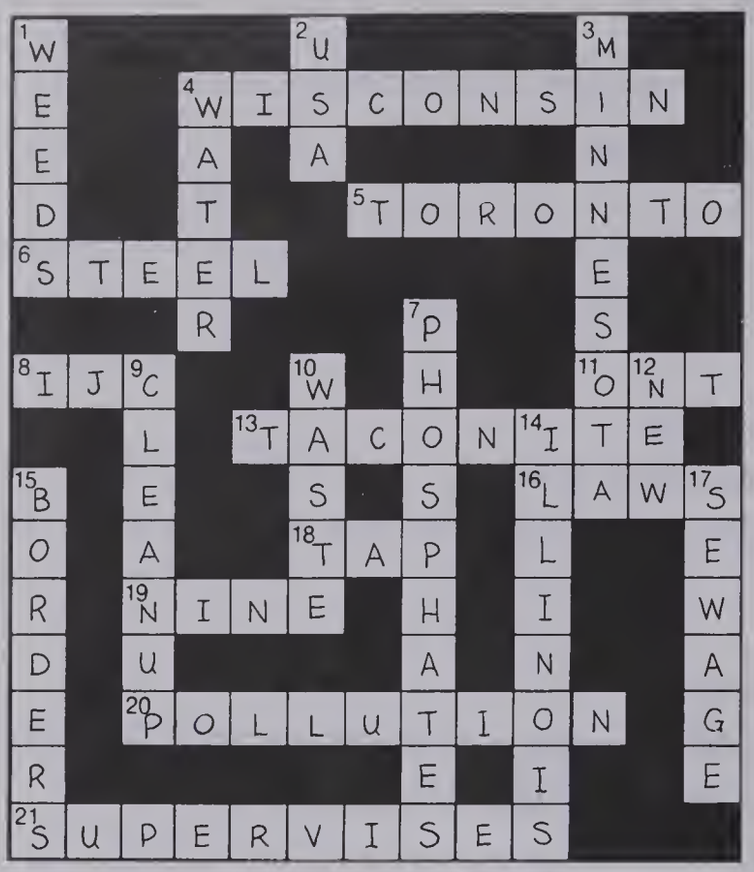
IN FOCUS: CLEANING UP THE GREAT LAKES pp. 45-47

Using Key Facts

1. Ontario
2. Minnesota, Wisconsin, Illinois, Indiana, Michigan, Ohio, Pennsylvania, and New York
3. phosphates
4. the International Joint Commission
5. Canada and the United States have different water and pollution laws.

Using What You Know

Blackline Master 2



THE SOUTHERN STATES p. 54

Key Skills Practice

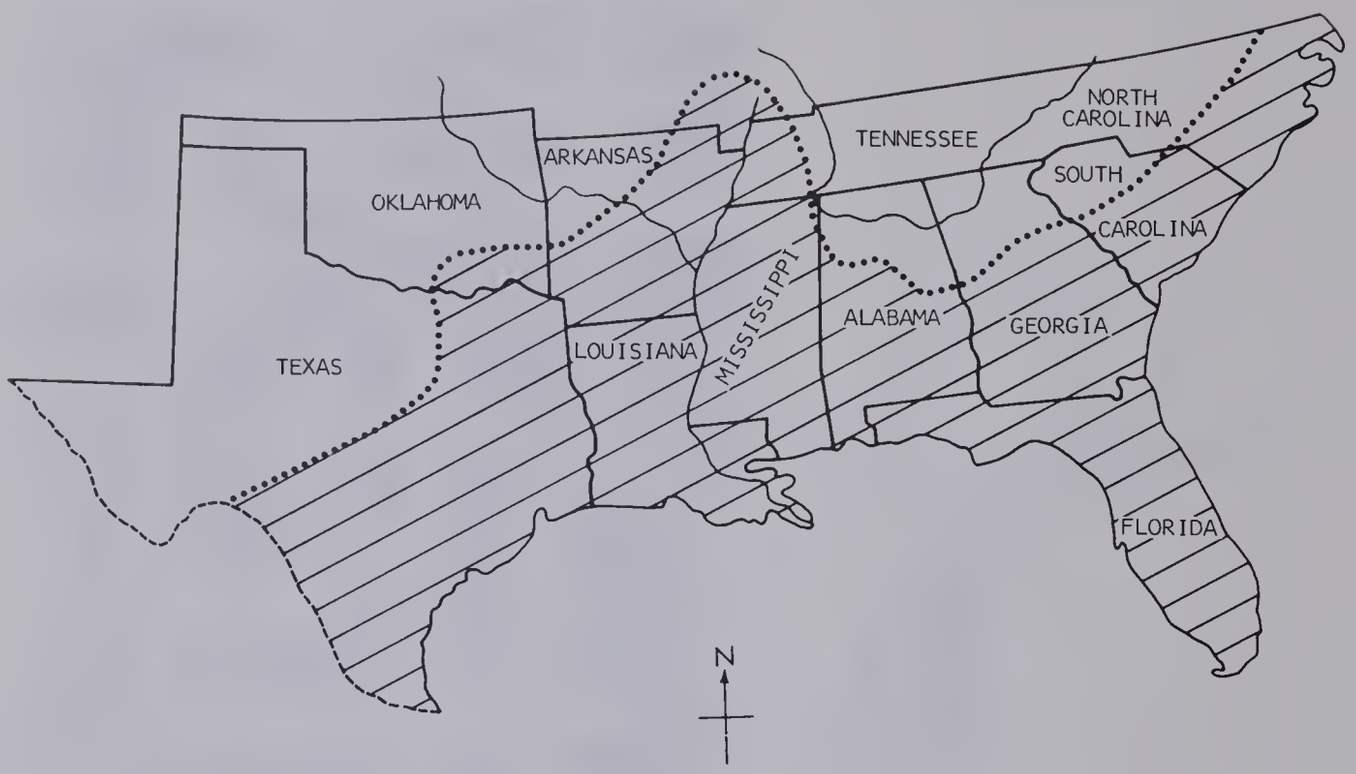
1. levees
2. Gulf Coastal Plain
3. Great Smoky Mountains National Park
4. Everglades
5. Birmingham
6. Golden Crescent
7. raising cattle
8. pine
9. sugar cane
10. rice
11. bauxite

Learning New Skills

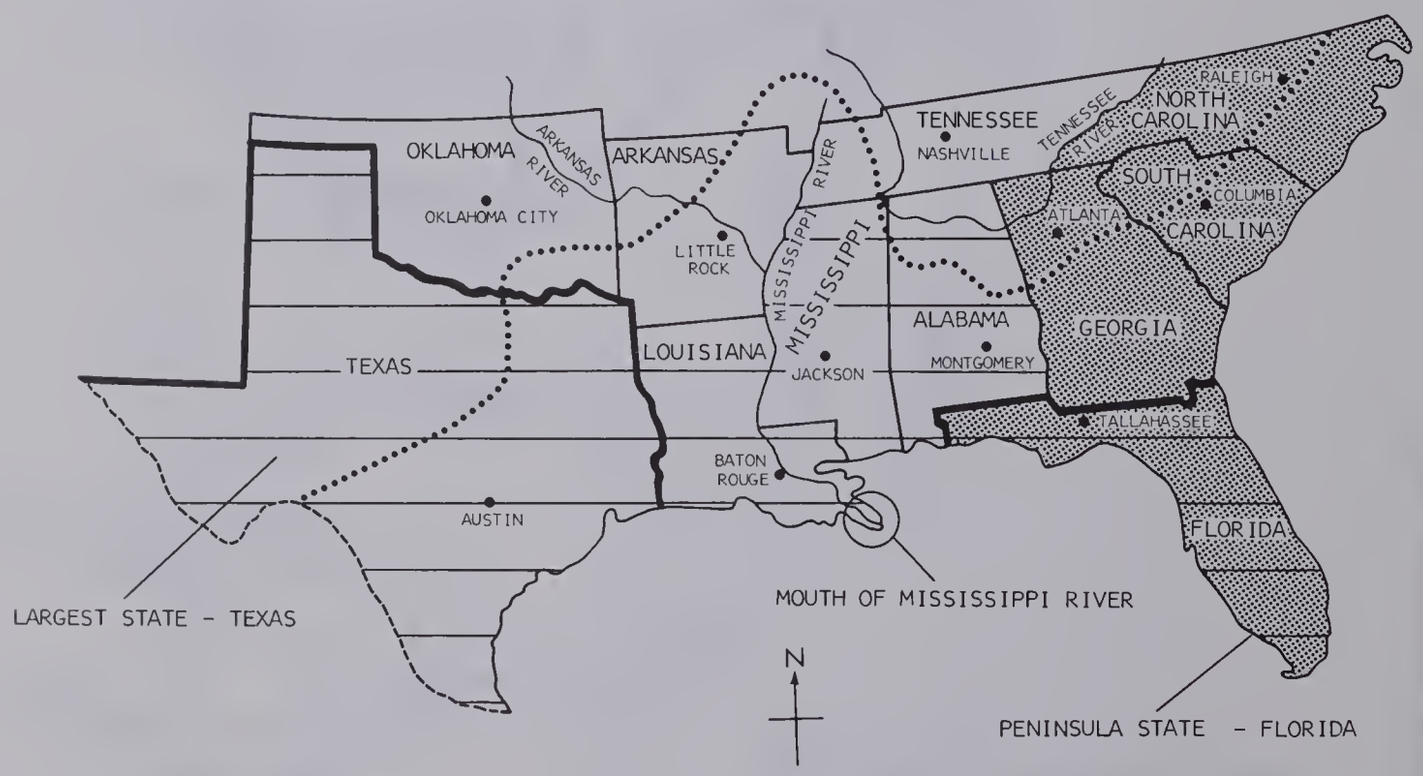
1. Blackline Master 1

2. Blackline Master 3

A) & B)



C)-I)



3. A) Houston, Texas
   B) New Orleans, Louisiana
   C) Birmingham, Alabama
   D) Tulsa, Oklahoma
   E) Miami, Florida
   F) Knoxville, Tennessee
   G) Dallas, Texas
4. Houston, Texas

Using What You Know

1. Tennessee Valley Authority
2. to prevent floods, to prevent erosion, and to supply electric power
3. A) Erosion is the loss of soil caused by water or wind.
   B) Conserve means "to save."
   C) Farmers use contour ploughing to prevent erosion. They plough around a hillside instead of up and down the hill.

The science curriculum may contain relevant soil experiments. Examples of methods of erosion prevention may be found in the local area.

THE ROCKY MOUNTAIN STATES pp. 61-62

Key Skills Practice

1. British Columbia, Alberta, Montana, Idaho, Wyoming, Utah, Colorado, and New Mexico
2. Vast areas in the Rocky Mountain region are dry. Dams are constructed across the rivers and this water is then used by towns and cities and for irrigation of farms.
3. farming, mining, and lumbering
4. Answers will vary.
5. Answers will vary.

Fun with Maps and Graphs

1. Colorado Springs
2. 110 km
3. Cheyenne
4. Utah
5. Glacier National Park
6. The terrain is too rugged.
7. A) false
   B) false
   C) true
   D) false
   E) true
   F) true
   G) true
   H) true
   I) false

Using What You Know

1. the Central states
2. wheat
3. stock raising
4. beef cattle

Learning about East-West Lines, or Latitude

New York is north of 40°N.
Denver is south of an east-west line.
Reno, Nevada is located at 40°N, almost on an east-west line.

THE PACIFIC NORTHWEST pp. 70-71

Key Skills Practice

1. Answers will vary.
2. Answers will vary.
3. Blackline Master 1

4. Some possible answers might be:
   They are located on the Pacific coast; they have mountainous areas; they have a range of climates; and they have a variety of industries such as mixed farming, dairying, lumbering, fishing, and mining.
5. The plateau lands are situated in a rainshadow area. These lands receive little rain because most of the precipitation has fallen on the western side of the mountains. As air rises, it cools and rains on the mountain slopes. When the air reaches the summit it descends, but as the air is now quite dry, the leeward side receives little rain.
6. During the Alaskan summer, the northern end of the earth's axis is tilted directly towards the sun (solstice). At solstice the vertical rays of the noonday sun have reached their farthest position north of the equator. The position of the earth and the angle of the sun's rays are such that the sun covers the entire Arctic Circle at once.
   Yes, in all areas north of the Arctic Circle ($66\frac{1}{2}$°N).

Learning More About Latitude

1. 1. Tropic of Cancer
   2. Arctic Circle
   3. low latitudes
   4. high latitudes
   5. Tropic of Capricorn
   6. equator
   7. Antarctic Circle
   8. middle latitudes

THE SOUTHWEST STATES AND HAWAII pp. 79-81

Using What You Know

1. California - mild, rainy winter, cool, sunny summer; Cascade Range, Coast Range, Central Valley, Sierra Nevada Range, Mojave Desert; citrus fruits, cotton; fishing, lumbering, farming, oil, etc.

Arizona - cold winter, hot, dry summer; Colorado Plateau, Grand Canyon; cattle, sheep, cotton; mining, farming, food processing, shipping, etc.
Nevada - cold winter, hot, dry summer; Sierra Nevada Range, Great Basin; cattle, sheep; mining
Hawaii - warm all year round; volcanic mountains; sugar cane, pineapple; fishing, shipping

2. The coast of northern California is much warmer.
3. cotton, citrus fruits, sugar cane, cattle, and sheep; fruit, cattle, sheep, and wheat

Working with Key Facts

1. both
2. Southwest states
3. both
4. both
5. both
6. Southwest states
7. British Columbia
8. British Columbia

Key Skills Practice

1. Answers will vary. Travel brochures can be used as resources. Students could also examine the travel section of a newspaper.
2. Vancouver 49°N
   Anchorage 61°N
   Yellowknife 62°N
   Salt Lake City 41°N
   Washington, D.C. 39°N
   Regina 50°N

Latitude and Climate

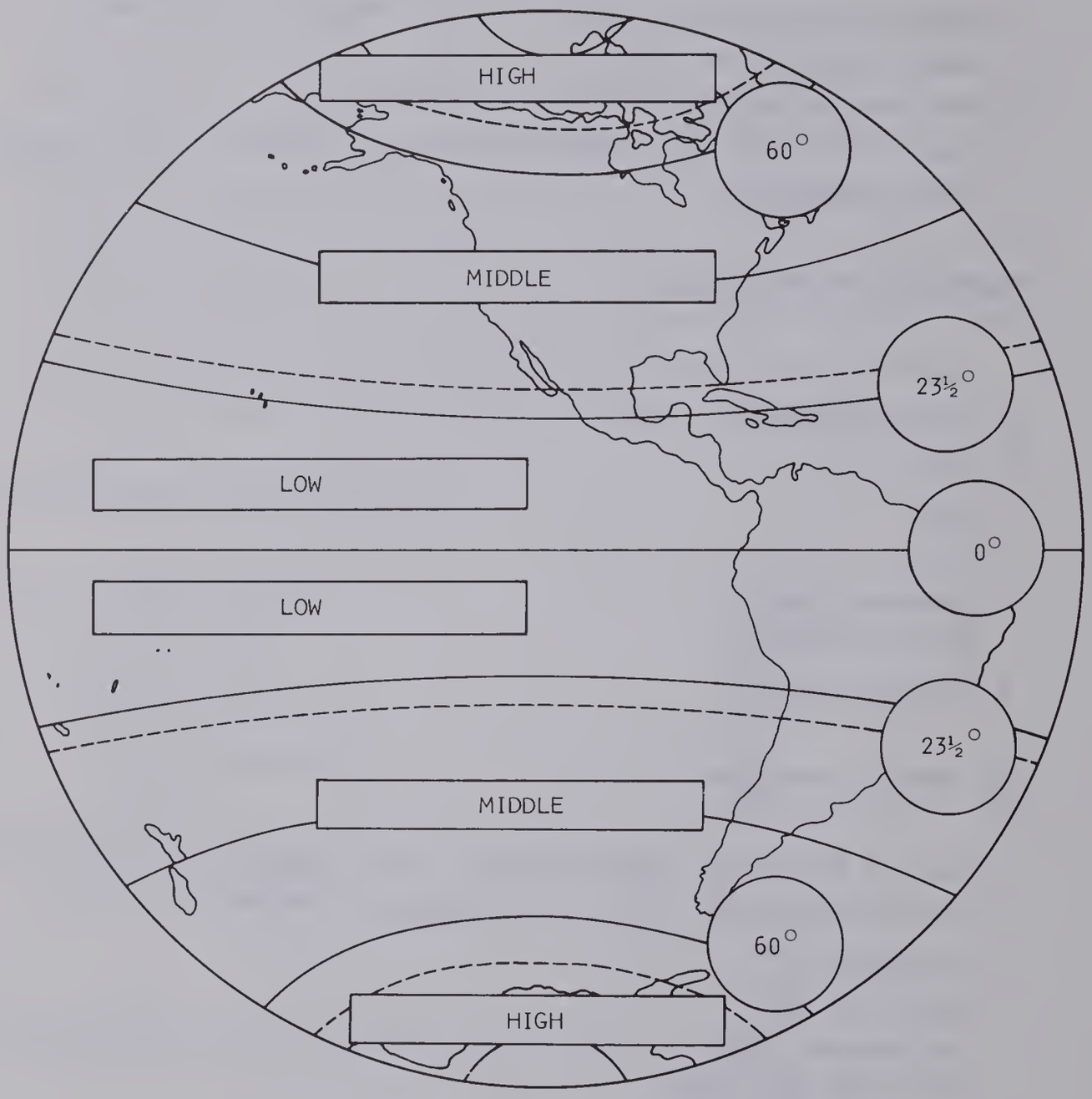
1. A) latitude lines
   B) regions north and south of the equator

C) 0°

D) middle

E) high

2. A) & B) Blackline Master 4



C) Western Hemisphere

Comparing Canada with the United States

1. Most of Canada's largest cities are located along the border between Canada and the United States because of the availability of transportation facilities, labor, power, and markets.
2. The largest cities in the United States are generally located along the eastern seaboard and the west coast. Most Canadian cities are located along an east-west line, whereas American cities tend to be situated along a north-south axis.
3. It is grown in agricultural areas. The frost-free period in the agricultural areas varies from 120-240 days.
4. The shorter the frost-free period, the less dense the vegetation; the longer the frost-free period, the more lush the vegetation.
5. The greater the population, the greater the employment in wholesaling and manufacturing. Manufacturing is the production of goods; wholesaling is the selling of these goods.
6. Most large population locations coincide with large agricultural areas. Spring wheat tends to grow predominantly in areas where the frost-free period ranges from 60-120 days.
7. This question is misleading. There is no longer any relationship between the locations of oil and gas fields and areas of population.
8. Coal deposits are generally found in forested areas. Most of North America was once covered by a sea. As this sea began to withdraw, it left large, shallow swamps. Trees and scrub grew where the sea once was. From time to time the sea returned. The trees and scrub died, fell over, and covered the swampy areas. The wood from the trees did not decay; rather it became petrified, and eventually this petrified wood became coal.
9. The maps of North America are of a smaller scale than those of the United States and parts of Canada. As a general rule, the large scale maps provide more information because they give more detailed information. The students can compare photographs showing a close-up of a face (large scale) and the whole person (small scale) to further examine this concept.

UNIT 2

Important Events in American and Canadian History

THE AMERICAN REVOLUTION AND THE UNITED EMPIRE LOYALISTS p. 94

Using What You Know

1. Answers will vary.
2. The Loyalists left the United States because they were mistreated.

Blackline Master 5

3. Answers will vary. Students may wish to role-play in this situation.
4. Answers will vary.

Working with Key Facts

1. E
2. A
3. G
4. C
5. B
6. D
7. H
8. F

Using Key Ideas

1. Halifax merchants depended on Britain for trade; Quebecois generally thought that there was little to be gained by joining the Revolution as they had been treated well by the British; Newfoundlanders had strong ties with Britain and did not like New England fishermen coming to their shores.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary. Students could speculate on the impact which the availability of modern communications equipment would have had on the problems.

IN FOCUS: CANADIANS AND AMERICANS CELEBRATE p.95

Using What You Know

Answers will vary.

Using Key Skills

Answers will vary.

THE WAR OF 1812 p. 101

Using What You Know

1. (NOTE: Students will have to consult other sources for information on Tecumseh, President Madison, and Laura Secord.)
   Charles de Salaberry and his regiment defended Montreal against the Americans.
   Tecumseh, chief of the Shawnee, helped Isaac Brock capture Fort Detroit.
   President Madison began the War of 1812 by declaring war on Britain.
   Sir Isaac Brock led British troops in the capture of Fort Michilimackinac and Fort Detroit. He died while halting the American invasion of Queenston Heights.
   Napoleon Bonaparte, the emperor of France, attacked and gained control of other European countries. This eventually caused the strain between the United States and Britain that led to the War of 1812.
   Laura Secord warned the British of an upcoming American attack on Beaver Dam.

Working with Key Facts

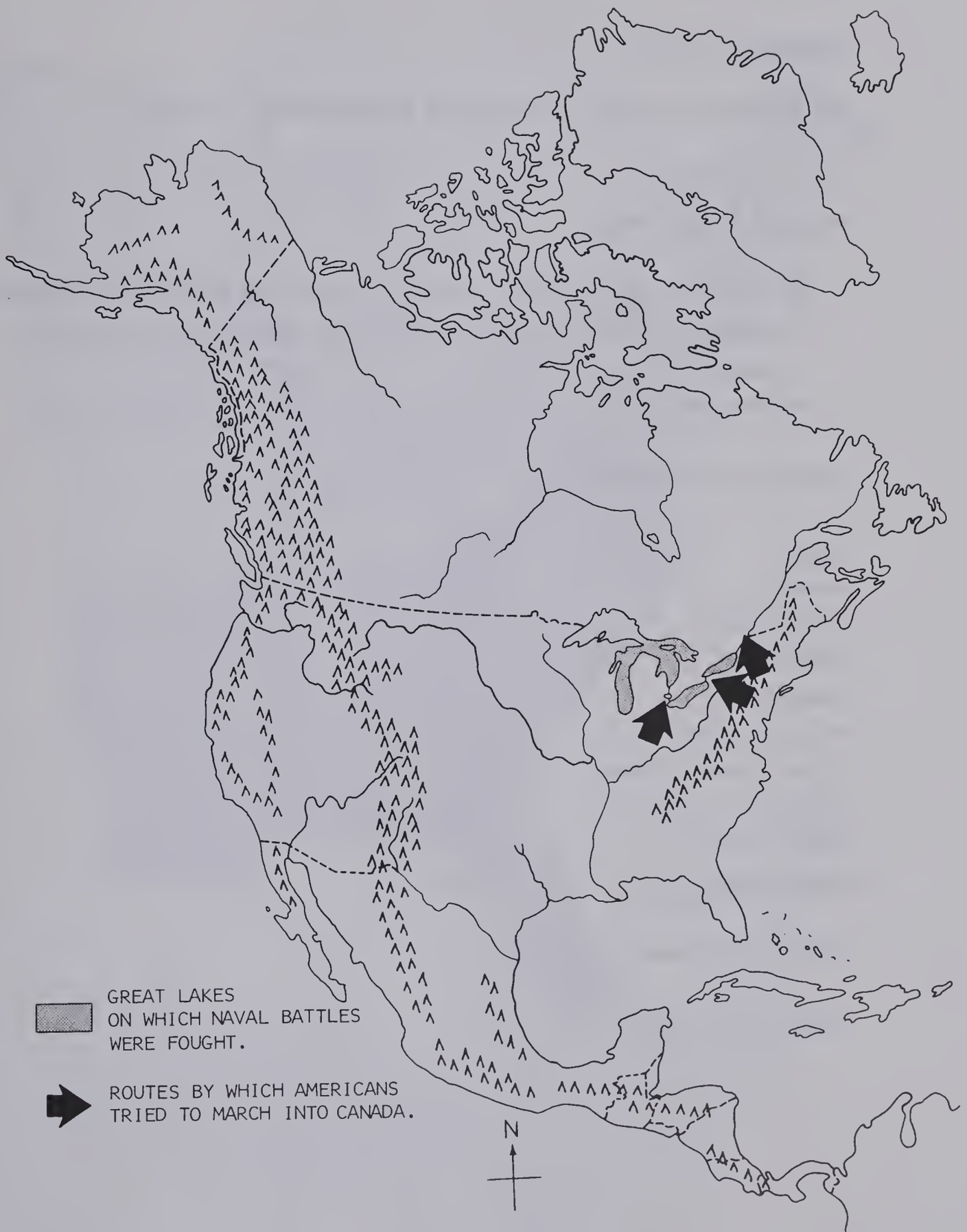
1. A
2. G
3. D
4. B
5. E
6. C
7. F

Using Key Ideas

1. In the beginning, British North America was owned by France and the United States was owned by Britain. Britain made more of an effort to settle North America than France. Therefore, British North America had fewer settlers from the beginning. It never caught up.
2. Canada would have become part of the United States.

Fun with Maps

1. & 2. Blackline Master 1



IN FOCUS: THE GOVERNMENTS OF CANADA AND THE UNITED STATES p. 108

Using Key Skills

Answers will vary.

THE AMERICAN CIVIL WAR AND CANADIAN CONFEDERATION p. 109

Using What You Know

1. A) Before the War of 1812 the United States and Britain were friendly.
   B) During the Civil War relations between Britain and the United States were strained.
2. Answers will vary.

Working with Key Facts

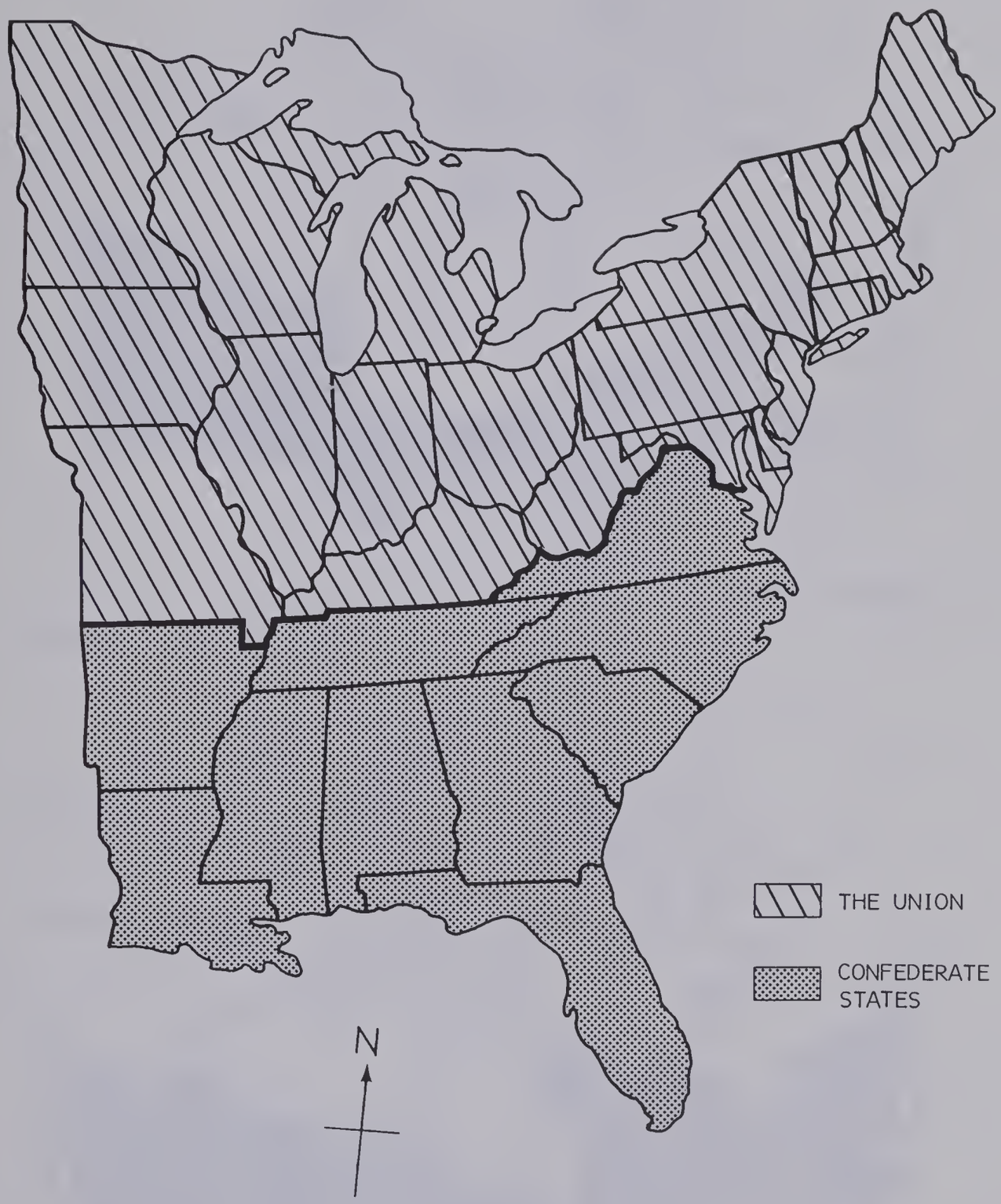
Quebec	1867
Ontario	1867
New Brunswick	1867
Nova Scotia	1867
Manitoba	1870
British Columbia	1871
Prince Edward Island	1873
Alberta	1905
Saskatchewan	1905
Newfoundland	1949

Using Key Ideas

Answers will vary.

Fun with Maps

1. A) & B) Blackline Master 6



2. A) Blackline Master 7

B) Blackline Master 7

C) Blackline Master 7

D) Blackline Master 7

Using What You Know

1. Zebulon Pike explored the Southwest in 1806.
   Meriweather Lewis and William Clark travelled the water route from St. Louis to the Pacific Ocean and discovered the Oregon Country.
   David Thompson bought Fort Astoria and changed its name to Fort George.
   Robert Cavelier de La Salle was the first explorer to travel down the Mississippi River.
   Pierre de la Vérendrye was the first to travel the northern part of the Louisiana Purchase.

The students may wish to conduct historical press conferences for these individuals.

Working with Key Facts

1. 1. C
   2. E
   3. A
   4. D
   5. F
   6. B

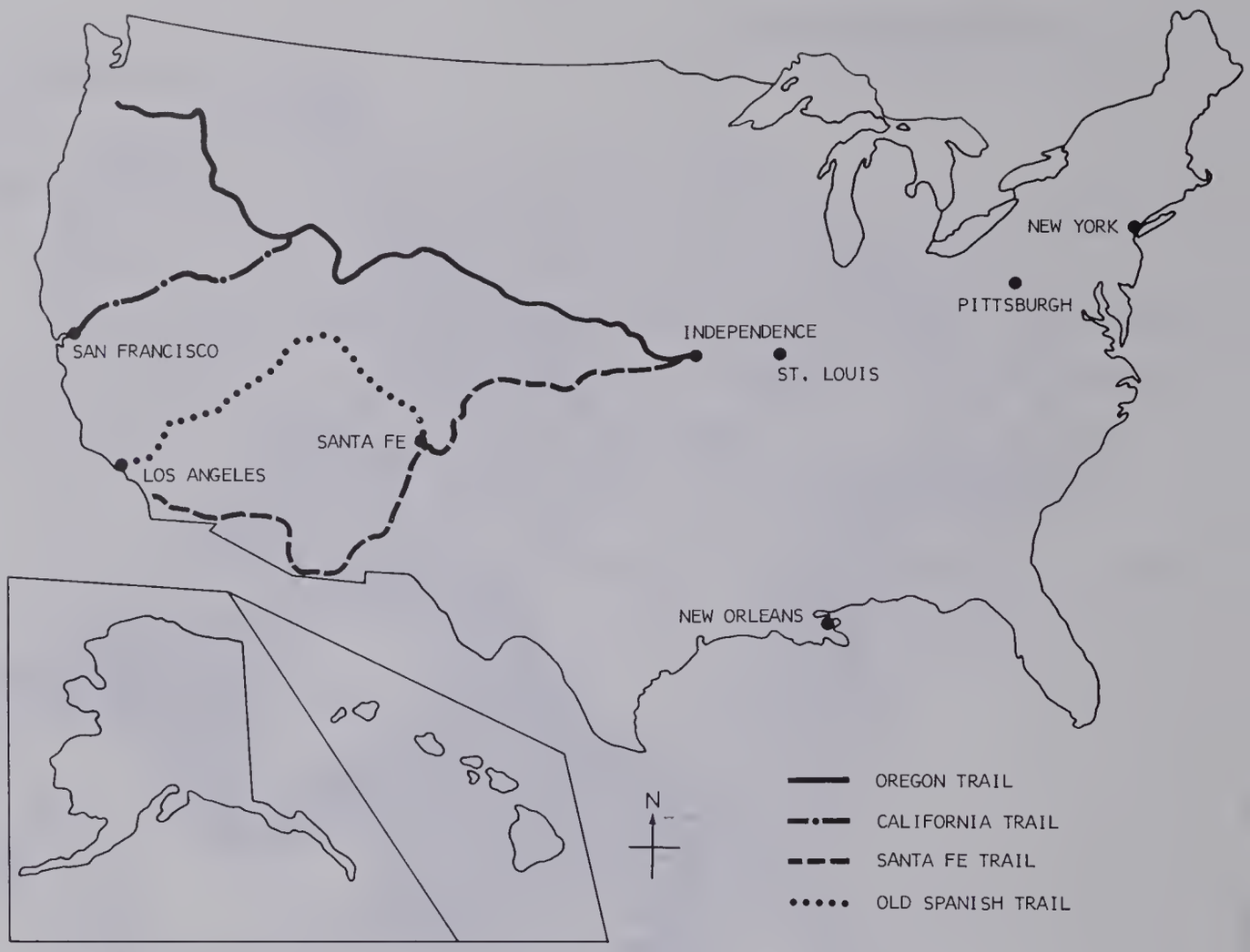
Using Key Ideas

Answers will vary.

Fun with Maps

1. A)-D) Blackline Master 1

2. A) & B) Blackline Master 8



3. A.

B.

C.

D.

United States

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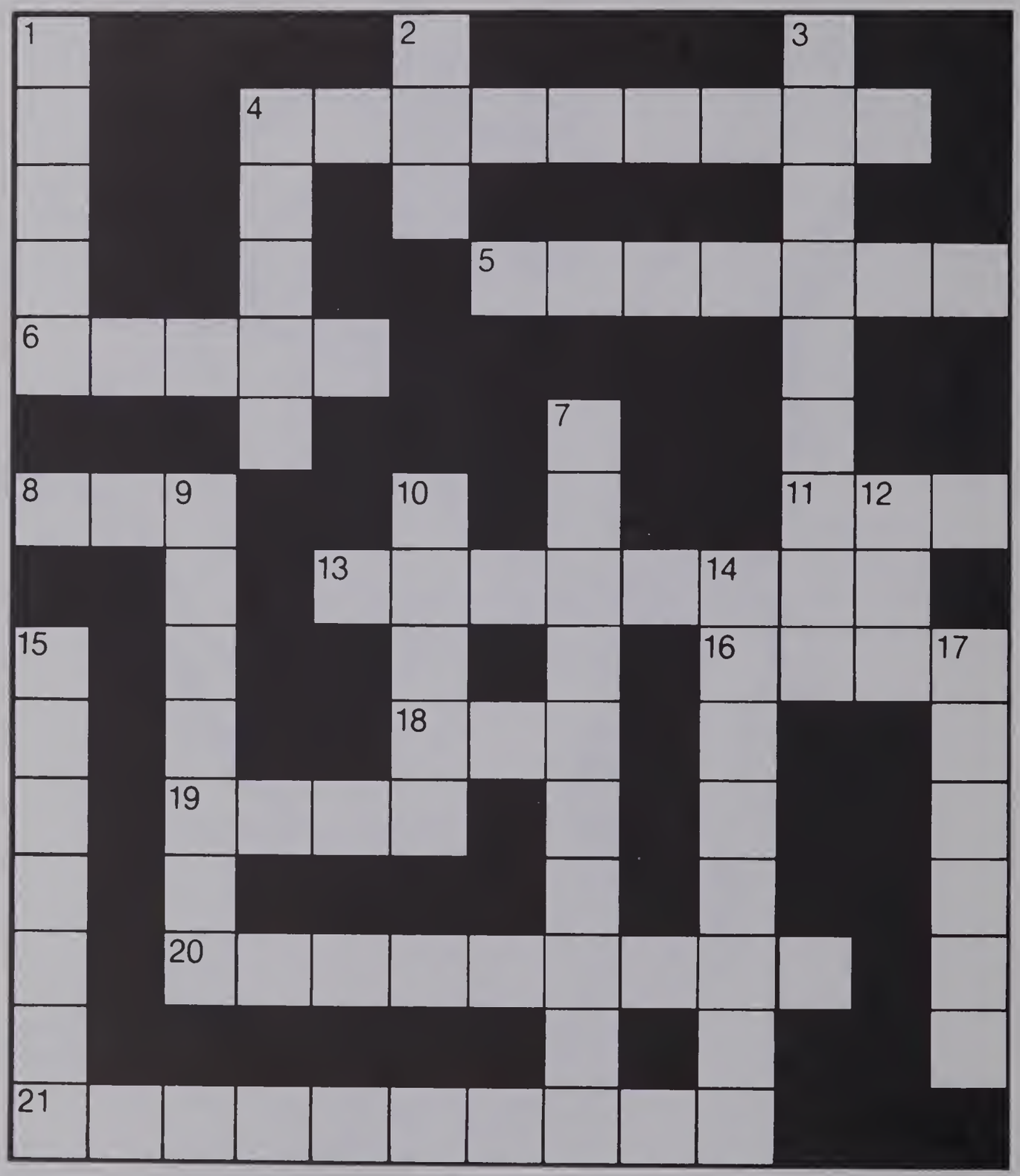
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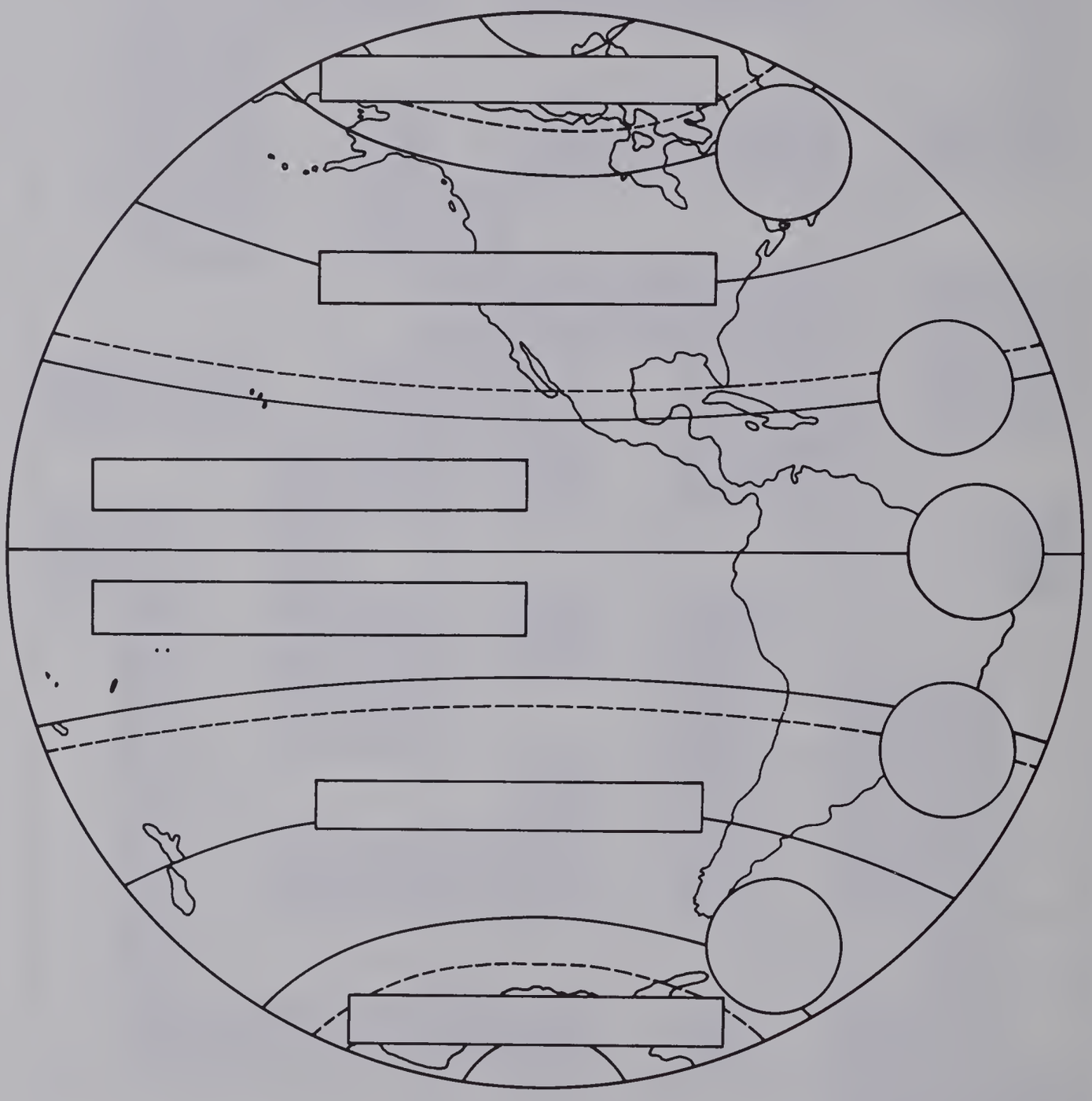
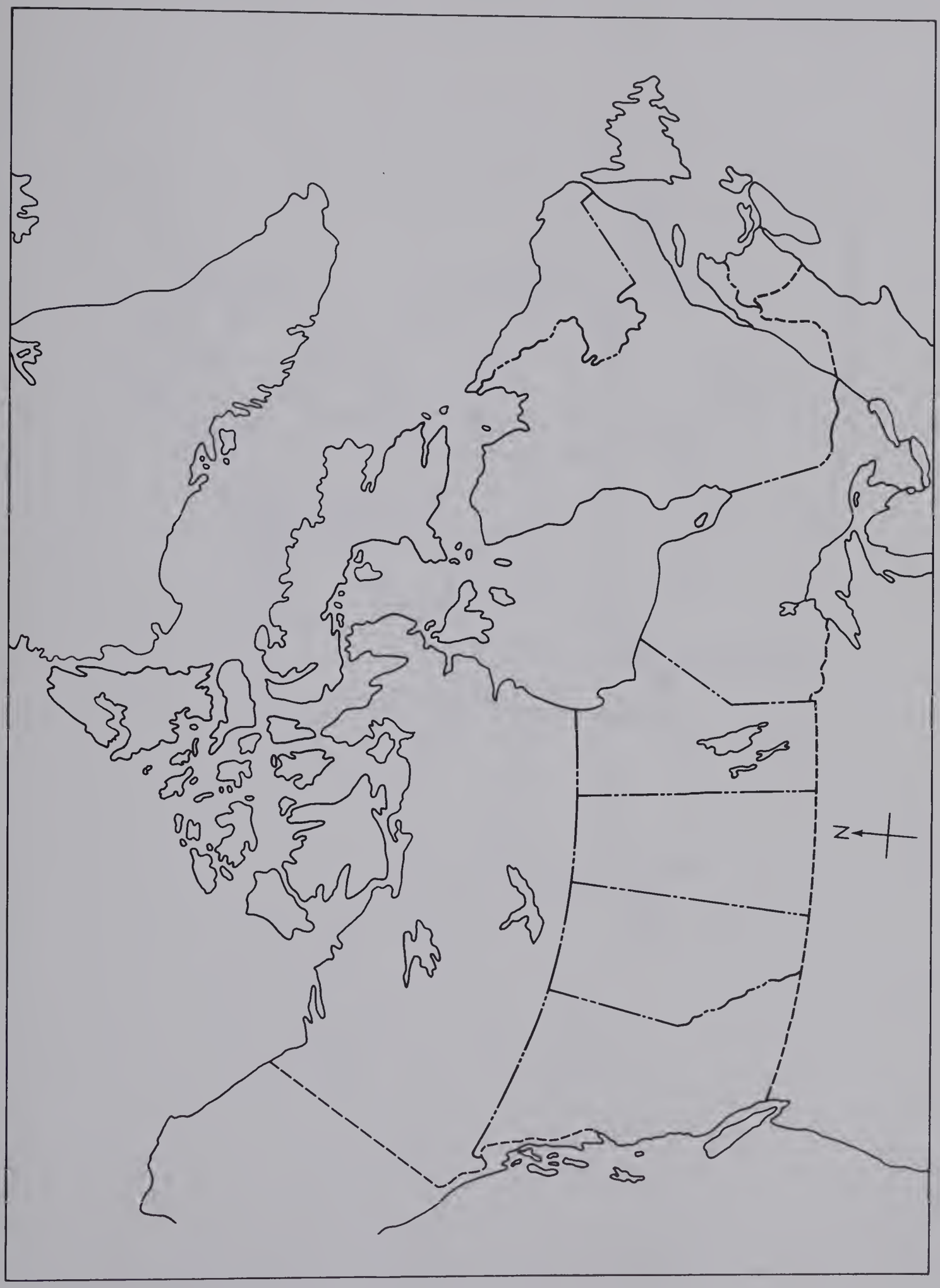
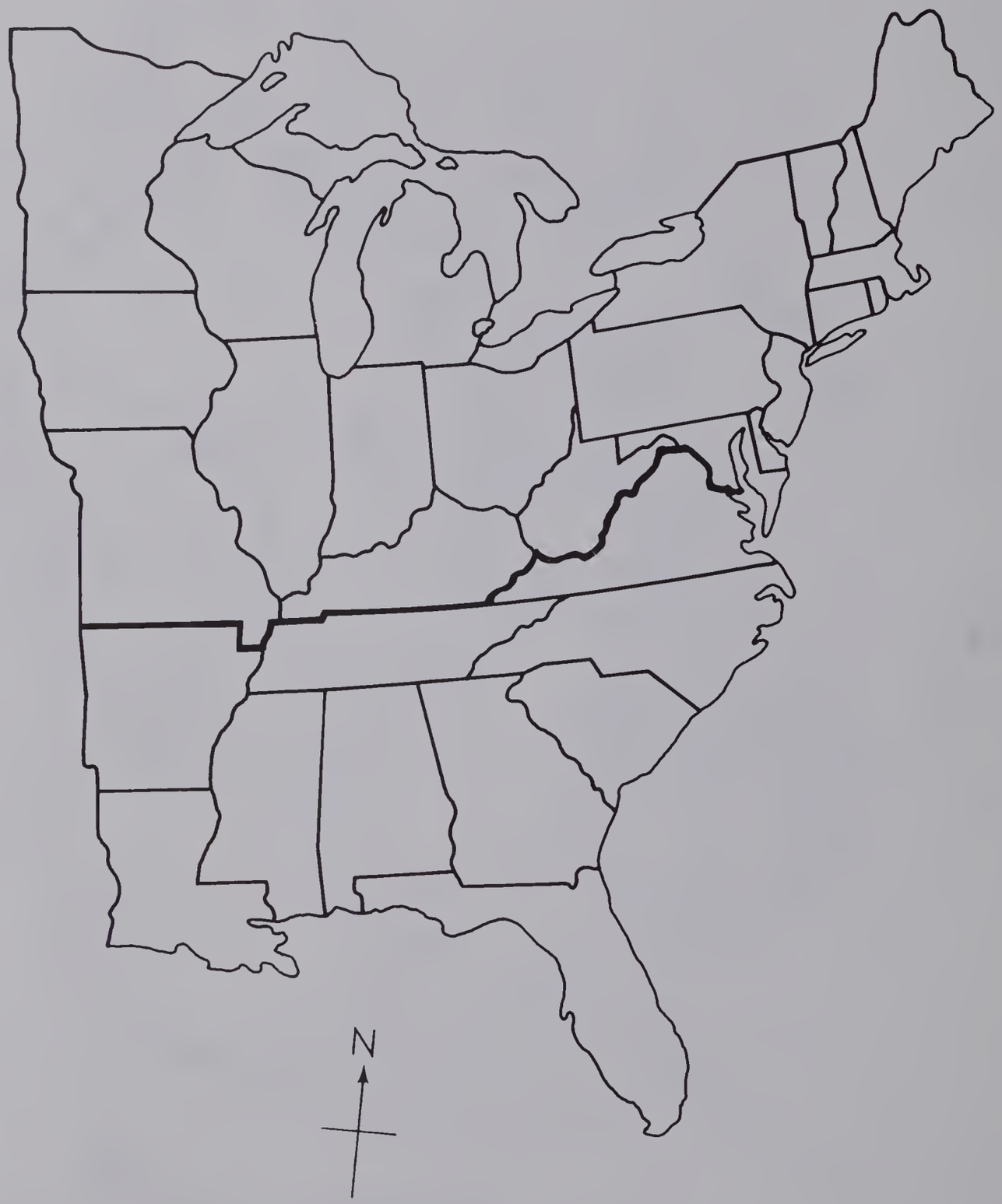
NAME _____ 4



NAME _____ 5

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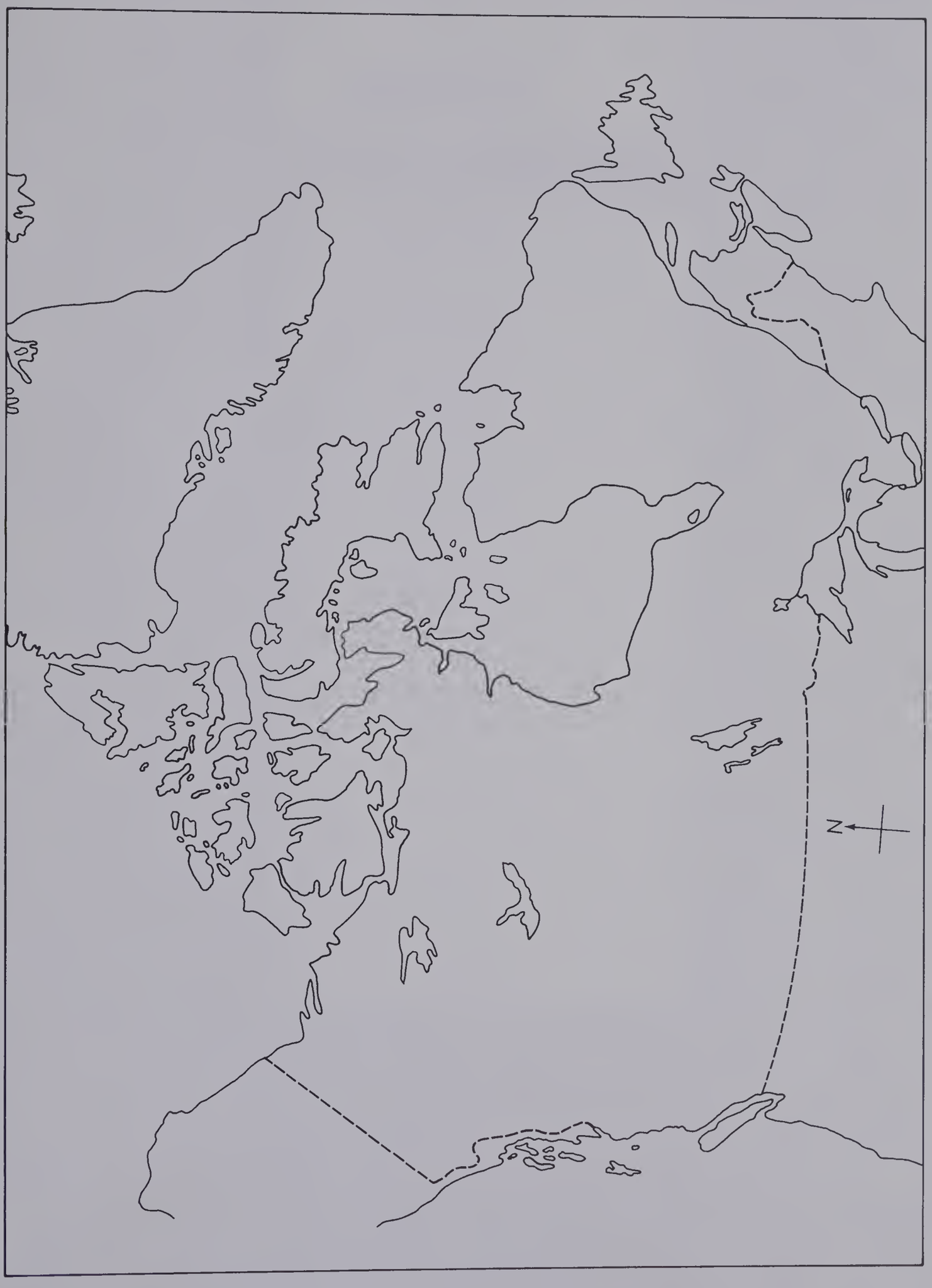

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